U.S. Department of Education

Washington, D.C. 20202-5335

Office of Special Education Programs FY 2011 Grant Performance Reports for Continuation Funding

CFDA # 84.323A
PR/Award # H323A100009
Budget Period # 1
Report Type: Annual Performance

Table of Contents

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U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instructions.
[x] **Annual Performance Report**   [ ] **Final Performance Report**

General Information

1. PR/Award #: **H323A100009**
(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 30
(See instructions. Up to 12 Characters.)

3. Project Title: Project REAL: Responsive Education for All Learners - State Personnel Development Grants
(Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.)*: PUBLIC INSTRUCTION, MONTANA OFFICE OF

5. Grantee Address *(See instructions.)*   PO Box 202501

City: HELENA   State: MT Zip: 59620 Zip+4: 2501

6. Project Director *(See instructions.)*

First Name: Susan	Last Name: Bailey-Anderson	Title: Director - SPDG
Phone #: 4064442046	Fax #: 4064443924	Email Address: sbanderson@mt.gov

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 10/01/2010   To: 02/28/2011   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	**Non-Federal Funds** *(Match/Cost Share)*
a. Previous Budget Period	0	0
b. Current Budget Period	341,356	0
c. Entire Project Period *(For Final Performance Reports only)*	0	0

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant?   ● Yes ○ No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government?   ● Yes ○ No

c. If yes, provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2010   To: 06/30/2012 (mm/dd/yyyy)
Approving Federal agency: ● ED ○ Other   *(Please specify):*
Type of Rate *(For Final Performance Reports Only)*:   ○ Provisional ○ Final ○ Other   *(Please specify):*

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :
○ Is included in your approved Indirect Cost Rate Agreement? ○ Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ○ Yes ○ No ● N/A

Performance Measures Status and Certification *(See instructions.)*

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ○ Yes ● No
b. If no, when will the data be available and submitted to the Department? 11/30/2015 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Denise Juneau	Title:
Signature:	Date:

Grant Performance Report (ED 524B) Executive Summary Attachment:

Title : Executive Summary - Project REAL Year One

U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1894-0003
Exp. 03/28/2011

PR/Award # (11 characters): __ **H323A100009**_____

(See Instructions)

Project REAL: Responsive Education for All Learners
Montana's State Personnel Development Grant
2010-2011

Montana's State Personnel Development Grant, Project REAL, was designed increase the capacity of instructional personnel to meet the needs of students who struggle academically and socially. The project consists of a set of focused and purposeful professional development activities, implemented across a five-year period of time. These activities are organized around three goals: capacity building, support to LEAs, and low incidence support. The intended outcome of these goals, and key accomplishments of the 5 months encompassed in this first reporting period, are summarized below.

Goal 1- Capacity Building: To increase state-level capacity to provide leadership, professional development, and guidance to schools to improve academic and social outcomes for students with the adoption of multi-tiered systems of academic and behavioral support.

The first project goal is focused on the preparation necessary to pilot a braided approach to the implementation of multi-tiered systems of academic and behavioral support (MTSS) in Montana. A Leadership Team, with support from an experienced national consultant, is working through the process of developing a training plan, tools, and resources that will guide the implementation of this initiative in a small sample of schools.

Goal 2 – Support to LEAs: To increase the number of schools in Montana implementing evidence-based practices within multi-tiered models, to provide effective academic and behavioral support to all students.

The second project goal is focused on the implementation of multi-tiered systems of support in Montana schools. This goal encompasses the piloting of a braided approach to implementing multi-tiered systems of academic and behavioral support, as well as continuation and refinement of supports provided to schools whose focus is on a single area: either RtI or MBI, Montana's Behavioral Initiative. Preliminary efforts are underway to develop a pilot to extend the concept of multi-tiered systems of support downward to programs that serve preschool-aged students. One final initiative that cuts across all others, is the interest in using technology to support training and technical assistance efforts to improve the efficiency and effectiveness of these efforts.

Goal 3 – Low Incidence Support: To provide technical assistance and support to improve access to the general education curriculum for students who need high levels of support.

The third goal of Project REAL is to ensure that the needs of students with low incidence disabilities are considered within the context of these statewide school improvement initiatives. This goal encompasses awareness level training focused on access to the general education curriculum, as well as student-specific technical assistance designed to support and document positive examples of increasing access to and success in the general education curriculum.

The project status charts that comprise the remainder of this report identify the performance measures that have been established for each project objective. Where possible, baseline data have been gathered to provide a reference point for future accomplishments and reporting. Tools to gather the data needed to report on many of the established measures are, as noted, still in the development phase. To reduce redundancy, reporting tied to all of the OSEP Program Measures for SPDG projects can be found in the last section of the project status charts.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

1 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To develop training strategies, planning tools, and resources to guide the braided implementation of RtI and PBIS models.

1.a . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, at least 5 docu-ments that are training materials and/or planning tools to guide the implementation of the multi-tiered system of support (braided initiative), that have been piloted and refined, will be available for use by RTI/PBIS Facilitators.	PROJECT	**Target**	
		Raw Number	**Ratio**
		5	/

1.b . Performance Measure	Measure Type		
In each of the 3rd through 5th years of the grant, 85 percent of RTI/PBIS Facilitators will report they use the multi-tiered system of support (braided initiative) materials and resources in their support of schools implementing a multi-tiered system of support model (braided initiative).	PROJECT	**Target**	
		Raw Number	**Ratio**
			85 / 100

1.c . Performance Measure	Measure Type		
In each of the 3rd through 5th years of the grant, 85 percent of RTI/PBIS Facilitators using the materials and resources will report the materials are useful, relevant and clear in guiding the implementation of a multi-tiered system of support (braided initiative).	PROJECT	**Target**	
		Raw Number	**Ratio**
			85 / 100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The first months of grant activity have revolved around establishing performance measures and baseline data. A Multi-tiered System of Support (braided initiative) Leadership Te Membership of the team includes: consultants from the Montana Behavioral Initiative (MBI) and Response to Intervention (RTI); Office of Public Instruction (OPI) staff from th Education and Accreditation; and leadership from each of the schools selected to pilot the MTSS (Project Goal 2). The MTSS Leadership Team will drive the development of str the grant. The MTSS Leadership Team is using research-based materials and resources that are available through the National Center on Response to Intervention (rti4success.or Interventions and Supports (pbis.org), and from other states that have begun work on implementing an MTSS system. In addition, tools that have proven to be successful in im-pl have been collected and reviewed including examples of data collection tools that have been used by each school; and academic and behavioral support screening tools. The MTS determining which tools are appropriate for pilot schools to use. The strategies, planning tools and resources that are developed will provide consistent feedback regarding how e structure. The performance measures have been established and aligned to the project approved timeline. Data will be reported as scheduled in each performance measure.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

10 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To provide awareness level information and professional development focused on the practice of standards-based instruction for students who perform substantially below grade

6.a . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, project staff will create and post online introductory information and related re-sources about 4 different evidence-based practices that will increase access to the general education curriculum for students with low incidence disabilities.	PROJECT	Target	
		Raw Number	Ratio
		4	/

6.b . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, project staff will conduct 4 professional development activities, all of which are based on evidence-based instructional/behavioral practices that are relevant for students with low incidence disabilities.	PROJECT	Target	
		Raw Number	Ratio
		4	/

6.c . Performance Measure	Measure Type		
Among those who access the online training materials and/or professional development activities focused on students with low incidence disabilities in each of the 2nd through 5th years of the grant, 85 percent will report an increased understanding about one or more evidence-based practices that increase access to the general education curriculum.	PROJECT	Target	
		Raw Number	Ratio
			85 / 100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
There is not a lot of information about curricular access for students with low incidence disabilities in formats that are readily accessible to practi-tioners. As a result, much effort
develop such materials. Project staff have availed themselves of training from Larry Edelman sponsored by the TA & D network. As a result, we are focused on Ã¢Â#Â#packagi
viewed online, downloaded, and/or accessed on mobile devices, as well as Ã¢Â#Â#chunkingÃ¢Â#Â# information so that each piece does not require a substantial investment of
on creating the platforms that will serve as the central repository for online materials. This includes a blog site (http://ruralinstitute.umt.edu/REAL) and a Google wiki site. The b
Ã¢Â#Â#big ideasÃ¢Â#Â# about changing curricular practices and evidence-based practices will be introduced and, hopefully, discussed among teachers. The wiki site will orga
download. Introductory material about the project has been posted on the blog, but at this point, there is only one entry that is focused on content. This is introductory information
for students with severe disabilities from the mid-seventies to the present time. A plug-in has been added to this site that enables users to listen to the entry rather than read it and
addition to creating these resources, project personnel are working with OPI project staff to identify other electronic venues that are being developed and used by other Divisions
can be accessed from iTunes on a Montana Office of Public Instruction page in iTunes U. Further, the Instructional Innovations Unit within OPI has been developed to provide u
Montana schools. They have a webpage with a searchable database of products geared to teachers and principals with the common focus of enhancing instruction. Inclusion of m
efforts focused on students with low incidence populations to the larger statewide school improvement initiatives. (See: (http://opi.mt.gov/Streamer/Instructional_Innovations/inc
for this objective will focus on creating additional content that begins to explore the evidence-based practices that facilitate curricular access for students with low incidence disab
report actual performance data for Performance Measure 1(a), as creation of the technology platforms was a necessary first step. However, project personnel are on target with th
targeted resources by the end of Year 1. The other two performance measures established for this objective [1(b) and 1(c)] reference activities that are slated to occur during year

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

11 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To provide student-specific coaching to implement standards-based instruction for students who need high levels of support.

11.a . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, project staff will work collaboratively to provide coaching to 10 school teams working with students with low incidence disabilities to increase access to standards-based instruction for students with low incidence disabilities.	PROJECT	**Target**	
		Raw Number	**Ratio**
		10	/

11.b . Performance Measure	Measure Type		
Among teachers who receive coaching on using standards-based instructional practices for students with low incidence disabilities in each of the 2nd through 5th years of the grant, 85% will report an improvement in their ability to align instruction provided to students with low incidence disabilities to the standard-based curriculum.	PROJECT	**Target**	
		Raw Number	**Ratio**
			85 / 100

11.c . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, changes in curriculum planning, daily schedules and/or IEPs that increase access to standards-based curriculum will occur for 90% of students with low incidence dis-abilities whose teachers receive coaching about improving access to the general education curriculum.	PROJECT	**Target**	
		Raw Number	**Ratio**
			90 / 100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
As reflected in the time frame established for each of the performance measures for this objective, a technology-enhanced support to coaching will be implemented in Year 2. Th
development to occur for collaborating partners at MSDB on potential technology applications as well as content relative to curricular access. During Year 1, efforts have been in
students. These situations will serve as examples, and will be used in the training provided to MSDB Outreach Consultants.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

12 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To use technology to capture and share positive exemplars of access to the general education curriculum for students who need high levels of support.

12.a . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, multi-media case studies will be developed for 3 students that demonstrate strategies to increase access to the general education curriculum.	PROJECT	**Target**	
		Raw Number	**Ratio**
		3	/

12.b . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, among those who access case studies online or attend training in which case studies are shared, 85% will report an increased understanding of how students with low incidence disabilities can access the general education curriculum.	PROJECT	**Target**	
		Raw Number	**Ratio**
			85 / 100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

In the two settings in which coaching has been initiated during Year 1, various approaches to technology-mediated technical assistance are being introduced. A student-specific w
facilitating communication among team members and providing a way to easily share documents. Video has been taken of each child, with the plan of joint observation and prob
a secure website. We have run into issues of bandwith in uploading the videos from a remote site due to the size of the files. At this point, we are sending flash drives and/or CDs
can be worked out. The next issue that has emerged is the policy that guides the type of permissions needed to videotape a student in a setting in which peers, while not the focus
of their proximity to the child of focus. Legal personnel at OPI have been consulted, and there is not, at present, a clear cut policy at the state level to guide the permissions that a
personnel are seeking permission from parents of all students in the class before videotaping is done in regular class settings. While this is a Ã¢Â#Â#doableÃ¢Â#Â# approach, it
from school personnel to do the contacting and follow-up needed for this to be successful.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

13 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

OSEP PROGRAM Performance Measure for the State Personnel Development Program below are the required Program Performance Measures. No objective is needed.

1.1 . Performance Measure	Measure Type		
The percentage of personnel receiving professional development, through the Special Education State Personnel Grants program, on scientific- or evidence-based instructional practices. (Annual)	PROGRAM	**Target**	
		Raw Number	**Ratio**
			/

1.2 . Performance Measure	Measure Type		
The percentage of Special Education State Personnel Grants projects that implement personnel development/training activities that are aligned with improvement strategies in their State Performance Plans (SPPs). (Annual)	PROGRAM	**Target**	
		Raw Number	**Ratio**
			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)
(The discussion below references the objective numbers as they appear in the approved grant. Note that the project objectives are numbered sequentially as they appear in the app
objective, established for the SPDG projects by OSEP, addresses the need to utilize resources to provide effective services that lead to improved outcomes for young children and
objective is measured in terms of the percent of personnel receiving SPDG-sponsored professional development based on evidence-based practices and the extent to which proje
strategies in Montana's SPP. Since the first grant year was a shortened year, we have reported the actual performance data. This data will then be used during Grant Year 2 to esta
measures are taken from professional development and training activity reports from October 1, 2010 through February 28, 2011, the Montana Office of Public Instruction Annua
year and Montana's State Performance Plan, revised January, 2011. Activity reports have been gathered in conjunction with the grant activities and initiatives in the areas of Resp
Initiative (MBI), early literacy training, and teacher mentoring. Performance Measure 1.1: This indicator aligns with multiple Project REAL Objectives (1.1, 1.2, 1.3, 2.1, 2.2, 2.3
trained is calculated by taking the number of school instructional/administrative personnel participating in training activities sponsored by the SPDG in the current grant cycle div
administrative personnel employed in the state in the current grant cycle. School instructional/administrative personnel include: teachers, paraprofessionals, principals, superinter
special education directors. Based on activity reports generated for the RTI, MBI, teacher mentoring and early literacy training, a total of 2849 instructional and administrative pe
This number represents 21 percent of the total number of such personnel employed in the state. Performance Measure 1.2: This indicator also aligns with multiple Project REAL
percent of SPDG projects aligned with improvement strategies in the State Performance Plan is calculated by taking the number of SPDG projects aligned with improvement stra
the number of SPDG projects funded by the SPDG. The SPDG projects included in the approved work scope of this grant include: Teacher Mentoring, Response to Intervention,
Literacy Learning (CELL), Center on the Social & Emotional Foundations for Early Learning (CSEFEL), Support Across the Miles of Montana (SAMM), and collaboration with
and the Montana Parent Information and Resource Center (MT PIRC). These projects are aligned with improvement strategies in MontanaÃ¢Â#Â#s State Performance Plan for I
As indicated in the data chart, 90 percent of SPDG projects were aligned to the State Performance Plan. This reflects the fact that priorities for the SPDG reflect state priority nee

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

14 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

OSEP PROGRAM Performance Measure for the State Personnel Development Program Ã#Â¢Ã#Â#Ã#Â# below are the required Program Performance Measures. No objective

2.1 . Performance Measure	Measure Type		
The percentage of professional development/training activities provided through the SPDG based on scientific- or evidence-based instructional/ behavioral practices.	PROGRAM	**Target**	
		Raw Number	**Ratio**
			/

2.2 . Performance Measure	Measure Type		
The percentage of professional development/training activities based on scientific- or evidence-based instructional/behavioral practices, provided through the SPDG program, that are sustained through on-going and comprehensive practices. (Long-term)	PROGRAM	**Target**	
		Raw Number	**Ratio**
			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)
(The discussion below references the objective numbers as they appear in the approved grant. Note that the project objectives are numbered sequentially as they appear in the app
of this objective is measured in terms of the percent of professional development activities that are sustained through ongoing and comprehensive practices and the percent that ac
activities sponsored through the SPDG are based on scientific- or evidence-based instructional/behavioral practices, including but not limited to: Response to Intervention, Monta
the first grant year was only five months, we have reported the actual performance data. This data will then be used during Grant Year 2 to establish specific targets. Data for thes
professional development and training activity reports from October 1, 2010 through February 28, 2011. Performance Measure 2.1: This indicator is aligned with the SPDG Perfo
3.1, and 3.2. The percent of SPDG professional development/training activities that are based on scientific- or evidenced-based instructional/behavioral practices is measured by
scientific- or evidence-based instructional/behavioral practices conducted for the current grant cycle divided by the number of all SPDG training activities conducted during the c
aligned with the SPDG Performance Objectives 1.1, 1.2, 1.3, 2.1, 2.2., 2.3, 3.1 and 3.2. The percent of SPDG professional development/training activities based on scientific- or e
that are sustained through on-going and comprehensive practices is measured by the number of SPDG professional development/trainings based on scientific- or evidenced-based
through on-going and comprehensive practices divided by the number of all SPDG training activities conducted for the current grant cycle. We have consistently worked on prov
CSPD state and regional teams on how to organize and present professional development and training activities that are scientific- or evidence-based instructional/behavioral prac
that can be sustained beyond the grant cycle.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

15 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

OSEP PROGRAM Performance Measure for the State Personnel Development Program Ã¢Â#Â# below are the required Program Performance Measures. No objective is needed

3.1 . Performance Measure	Measure Type	
In states with SPDG projects that have special education teacher retention as a goal, the statewide percentage of highly qualified special education teachers in state identified professional disciplines (e.g., teachers of children with emotional disturbance, deafness, etc.) who remain teaching after the first two years of employment.	PROGRAM	**Target**

	Raw Number	Ratio
		/

4.1 . Performance Measure	Measure Type	
The percentage of SPDG projects that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in schools. (Long-term)	GPRA	**Target**

	Raw Number	Ratio
		/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Performance Measure 3.1: Special education teacher retention is not a goal within the approved workscope of this grant. Performance Measure 4.1: This is a long-term program
ensure that it will be addressed in data collection efforts in the upcoming year. Five initiatives focus specifically on scaling-up practices: the Multi-tiered System of Support (MT
teacher mentoring; Support Across the Miles of Montana (SAMM); and collaboration with PLUK and MT-PIRC. These initiatives will be closely monitored to quantify expansio
performance reports.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #:

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

. Performance Measure	Measure Type	
		Target
		Raw Number	**Ratio**
			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

2 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To refine strategies and supports to implement RtI at the secondary level.

2.a . Performance Measure	Measure Type		
In each of the 3rd through 5th years of the grant, at least 3 documents that are training materials identifying Tier 2 and Tier 3 interventions for secondary students will be available for use by RTI Facilitators working with secondary schools.	PROJECT	**Target**	
		Raw Number	**Ratio**
		3	/

2.b . Performance Measure	Measure Type		
In each of the 3rd through 5th years of the grant, 85 percent of RTI Facilitators working with secondary schools will report they use the resource materials identifying Tier 2 and Tier 3 interventions for secondary students in their support of secondary schools implementing RTI.	PROJECT	**Target**	
		Raw Number	**Ratio**
			85 / 100

2.c . Performance Measure	Measure Type		
In each of the 3rd through 5th years of the grant, 85 percent of RTI Facilitators working with secondary schools will report the resource materials for Tier 2 and Tier 3 interventions for secondary schools are useful, relevant and clear in guiding secondary schools in the implementation of RTI.	PROJECT	**Target**	
		Raw Number	**Ratio**
			85 / 100

2.d . Performance Measure	Measure Type		
In each of the 4th and 5th years of the grant, there will be an 85 percent increase in secondary schools implementing RTI when compared to the number of secondary schools implementing RTI in Year One.	PROJECT	**Target**	
		Raw Number	**Ratio**
			85 / 100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Project REAL has sponsored professional development during this grant year for secondary schools that are beginning to implement Response to Intervention. These sessions hav
schoolâ##s resources and building capacity for the school to fully implement. The performance measures for this objective are scheduled to be implemented starting the third yea
will be focusing on this as the grant progresses.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

3 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To develop a cadre of skilled facilitators to deliver onsite supports to schools implementing RtI and PBIS models.

3.a . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, 85 percent of RTI and PBIS facilitators demonstrate competency in guiding the implementation of a multi-tiered system of support model as reported by school personnel.	PROJECT	Target	
		Raw Number	Ratio
			85 / 100

3.b . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, 85 percent of RTI and PBIS facilitators will demonstrate competency in coaching strategies based on best practices as reported by school personnel.	PROJECT	Target	
		Raw Number	Ratio
			85 / 100

3.c . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, 85 percent of RTI and PBIS facilitators will demonstrate competency in the use of distance technology to provide support to schools implementing multi-tiered systems of support as reported by school personnel.	PROJECT	Target	
		Raw Number	Ratio
			85 / 100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The Montana Behavioral Initiative (MBI) and Response to Intervention (RTI) programs have trained school facilitators and regional consultants that were part of Project STRIDE grant. Training has continued for the facilitators and consultants as Project REAL has begun. These part-time positions, have a job description that is used for hiring any necessar training plan for the duration of the grant is being developed and will begin to be implemented during year two of the grant. Surveys designed to measure the facilitatorÃ¢Â#Â#s personnel in each school. The training plan for facilitators and consultants will be adjusted based on the results of the annual survey.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

4 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To support school leaders to address the organizational and resource implications of integrated multi-tiered systems of student support.

4.a . Performance Measure	Measure Type		
In each of the 2nd through 5th years of the grant, 85 percent of school administrators who regularly participate in the monthly webinars report the information provided is useful, relevant, and clear in the organizational and resource implications of integrating a multi-tiered system of student support in their schools.	PROJECT	**Target**	
		Raw Number	**Ratio**
			85 / 100

4.b . Performance Measure	Measure Type		
In each of the 3rd through 5th years of the grant, 85 percent of school administrators who regularly participate in the webinars and/or networking forum will report they have gained confidence in implementing a multi-tiered system of student support in their schools.	PROJECT	**Target**	
		Raw Number	**Ratio**
			85 / 100

Explanation of Progress (Include Qualitative Data and Data Collection Information)

This objective is scheduled to occur in subsequent years of the grant. Plans for implementation include providing webinars and conference calls that will be facilitated by peer lea
The webinars will utilize OPIâ##s Adobe Connect system, so that they can be recorded and archived for future listening. Other training that will include school administrators wi
pilot schools are required to send administrators and other school leaders to MTSS training that occur throughout the year.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

5 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To pilot a braiding approach to integrate RtI and PBIS initiatives within a small cadre of Montana schools.

5.a . Performance Measure	Measure Type	
At the end of the 1st and 4th year of the grant, 5 schools will be selected to participate in the initial training and development of a multi-tiered system of support.	PROJECT	**Target**

	Raw Number	Ratio
	5	/

5.b . Performance Measure	Measure Type	
In each of the 2nd through 5th years of the grant, 85 percent of participant schools will demonstrate an increase in the level of implementation of the multi-tiered systems of support.	PROJECT	**Target**

	Raw Number	Ratio
		85 / 100

5.c . Performance Measure	Measure Type	
In each of the 3rd through 5th years of the grant, 85 percent of pilot schools will demonstrate improvement in student outcome data, when compared to the schoolsâ## baseline data.	PROJECT	**Target**

	Raw Number	Ratio
		85 / 100

Explanation of Progress (Include Qualitative Data and Data Collection Information)
A Multi-tiered System of Support (braided initiative) Leadership Team has been established and has met twice. Membership of the team includes: consultants from the Montana
Intervention (RTI); Office of Public Instruction (OPI) staff from the division of special education, Title, Indian Education and Accreditation; and leadership from each of the scho
have been chosen by the MTSS Leadership Team using criteria written in the grant and the following areas: the pilot schools must be currently involved and implementing both M
to represent most (but not all) regions in the state. Other considerations discussed and that provided some weight to each school decision included: students with identified low in
schoolâ##s total student population; whether the district is in a rural setting or larger town; and whether it was an elementary, middle or high school. In addition, the data regardi
State Performance Plan Indicators was considered when making the pilot school decision. The reviewed Indicators were graduation rates (Indicator 1), dropout rates (Indicator 2)
disabilities in state assessments (Indicator 3), suspension and expulsion rates (Indicator 4), and least restrictive environment (Indicator 5). Seven schools have been invited to part
include 5 elementary schools, and 2 middle schools. These schools represent four out of the five regions in the state and are a mix of small and large schools. At this time, each so
are completing a participation agreement form, an RTI Implementation Survey, and the School-wide Evaluation Tool (SET) that must be sent to the OPI by the first week of May
key personnel will begin to participate in professional development for MTSS this summer. The target data for the first objective will be finalized by early July, when it is determ
to par-ticipate as a pilot school for the length of the grant. A training plan is currently being developed by members from the MTSS Leadership Team that will be individualized
information that each school submitted on the Implementation Survey. As discussed previously, the MTSS Leadership Team will drive the development of strategies, resources a

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

6 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To continue and refine support available to schools adopting a RtI and/or PBIS model.

. Performance Measure	Measure Type		
	GPRA	**Target**	
		Raw Number	**Ratio**
			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)
During this grant year, the SPDG has continued to provide regional training for both RTI and MBI that is aligned with each tier of implementation. The trainings are designed for
or secondary schools. At this time, an application to participate in RTI and MBI training and as a school receive ongoing support of a skilled facilitator throughout the year has be
applications are being reviewed and consultants will select new schools and continuation schools. The decisions will be finalized by the end of May 2011. Performance measures
2 of Project REAL.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

7 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To pilot the implementation of models to extend RtI and PBIS approaches to the preschool level.

. Performance Measure	Measure Type		
	GPRA	**Target**	
		Raw Number	**Ratio**
			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Performance measures will be developed for this objective during year 2 of the grant. This project objective will be done in collaboration with the University of Montana - Institu
Key IERS personnel have extensive knowledge in preschool learning and the application of RTI and MBI in a preschool setting. Initial planning meetings have taken place and fu
performance measures and baseline data, will begin in the Fall of 2011.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

8 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To develop resources and options that support parent engagement in systems of academic and behavior support.

. Performance Measure	Measure Type		
	GPRA	**Target**	
		Raw Number	**Ratio**
			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)
This project objective will be done in collaboration ParentÃ¢Â#Â#s LetÃ¢Â#Â#s Unite for Kids (PLUK) and Montana Parent and Information Resource Center (PIRC); Montan
centers. The SPDG project staff have held initial meetings with PLUK regarding the implementation of this objective. The work on this objective will begin during year 2 of the g
in collaboration with PLUK and PIRC and will be reported in Year 2 of the grant.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION A - Project Objectives Information and Related Performance Measures Data   (See Instructions. Use as many pages as necessary.)

9 . **Project Objective**   [ ] Check if this is a status update for the previous budget period.

To use technology-based strategies to increase access to supports to implement multi-tiered systems of student support.

. Performance Measure	Measure Type		
	GPRA	**Target**	
		Raw Number	**Ratio**
			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)
This project objective will also begin to be implemented during year 2 of the grant, this includes the writing of performance measures. Technology-based strategies will be used t
developed by the MTSS Leadership Team will have technology-based trainings and strategies for implementing MTSS in pilot schools. Data collection for Project REAL activiti
training was delivered, and what other technology-based strategies were used.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award #: **H323A100009**

SECTION B - Budget Information   (See Instructions. Use as many pages as necessary.)

Title : Budget Information - Project REAL 2011
File : Budget_and_Additional_Information_-_Project_REAL_2011.pdf

SECTION C - Additional Information   (See Instructions. Use as many pages as necessary.)

Title : Additional Information - Project REAL 2011
File : Additional_Information_-_Project_REAL_2011.pdf

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Our report of budget expenditures from the grant encompasses the five month period of October 1, 2010 through Fel
of $296,356 has been spent, with an additional $45,000 obligated through subcontracts to project partners. This is si
$749,990 award. Since we received notice of the grant in late September resulting in minimal time available to deve
activities for this grant year. Therefore, much of the time spent for this first grant year was in planning activities and
measures which has not required a great deal of funding. We have designed grant activities to maximize the resour
required long-range programmatic and budgetary planning. Our activities are designed as multi-year projects that bu
Therefore, the flow of funds over the life of the grant will reflect low financial flow and high financial flow designec
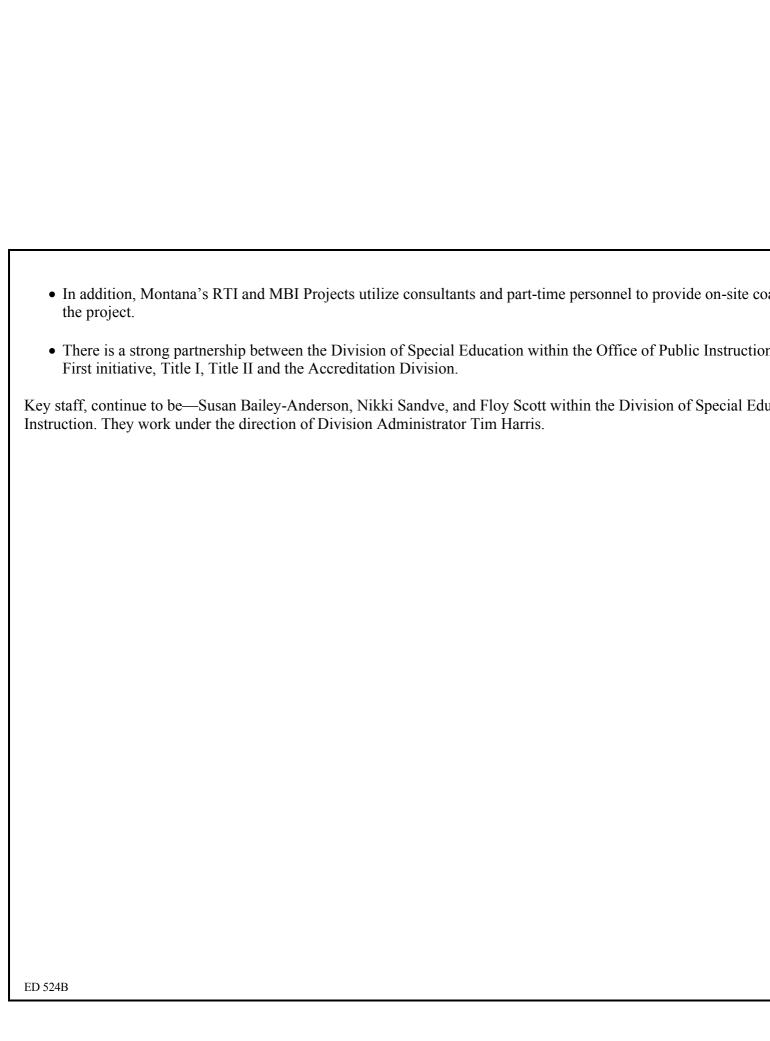each grant activity.

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Montana's State Personnel Development Grant involves the work and collaboration of a number of partners. These p

- At the University of Montana, the SPDG collaborates with the Rural Institute and Dr. Gail McGregor in provic
  students with low-incidence disabilities. In addition the SPDG collaborates with the Institute for Educational I
  providing support and research for implementing multi-tiered systems of support in the preschool setting.

- Montana School for the Deaf and Blind (MSDB) is working in collaboration with the OPI and Rural Institute t
  in delivering standards-based instruction to students who need high levels of support. In addition the MSDB c
  to local school staff in working with students with low incidence disabilities.

- Parents, Let's Unite for Kids, Montana's parent training and information center, is a partner in this effort to de
  support parent engagement in multi-tiered systems of support.

- Montana Parent Information and Resource Center (PIRC) is contracted to distribute early childhood literacy ki
  aligned with Comprehensive Early Literacy Learning (CELL).

- Each of the state's Comprehensive System of Personnel Development Regional Councils are collaborating wit
  initiatives with SPDG dollars that are aligned with project goals and State Performance Plan indicators.

ED 524B

- In addition, Montana's RTI and MBI Projects utilize consultants and part-time personnel to provide on-site co the project.

- There is a strong partnership between the Division of Special Education within the Office of Public Instruction First initiative, Title I, Title II and the Accreditation Division.

Key staff, continue to be—Susan Bailey-Anderson, Nikki Sandve, and Floy Scott within the Division of Special Edu Instruction. They work under the direction of Division Administrator Tim Harris.

ED 524B

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ED 524B